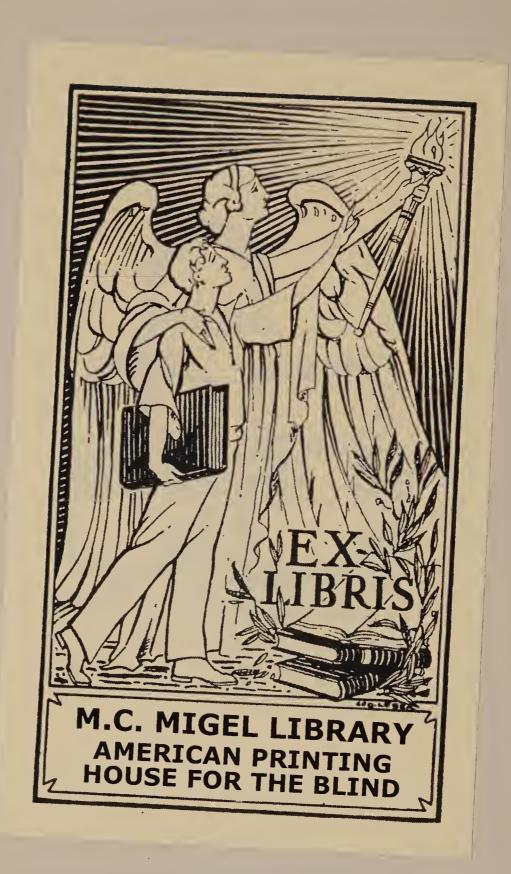
INSTRUCTION
IN
PHYSICAL ORIENTATION
AND
FOOT TRAVEL
FOR DEAF-BLIND
PERSONS

A Lesson Plan Outline

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# INSTRUCTION IN PHYSICAL ORIENTATION AND FOOT TRAVEL FOR DEAF-BLIND

A Lesson Plan Outline

**PERSONS** 

PUBLISHED BY

Anne Sullivan Macy Service
The Industrial Home for the Blind
57 Willoughby Street
Brooklyn, New York 11201

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# **ACKNOWLEDGEMENT**

The use of the cane in the manner set forth in these lesson plans as an aid to deaf-blind persons in foot travel has been adapted from the techniques which were developed by Dr. Richard Hoover in his work with blinded servicemen at the Valley Forge General Hospital during the second World War. In 1947 and again in 1948, Dr. Hoover generously volunteered his time to train instructors of The Industrial Home for the Blind in methods of teaching these techniques and in helping to develop at this agency the first formalized program of training in foot travel for civilian blind persons. We wish to express our gratitude to Dr. Hoover for the invaluable contribution to the independence of blind persons which he made through his work at the Valley Forge General Hospital and his assistance to The Industrial Home for the Blind.

In the nearly twenty years that the foot travel training program has been offered at The Industrial Home for the Blind, instructors under this program and various other professional specialists of the IHB staff have demonstrated exceptional insight, imagination, and dedication in refining and expanding the techniques developed by Dr. Hoover and in helping blind and deaf-blind persons to more fully utilize their remaining senses to achieve maximum independence and safety in traveling alone.

We wish to acknowledge the special contribution which the members of the IHB staff who have been concerned with this work have made to the independence of blind persons and to express our appreciation for the extraordinary effort and devotion that made their contribution possible.

The preparation and publication of these lesson plans represent one of a number of important achievments in the development of new resources for serving deaf-blind persons which have emerged from the Anne Sullivan Macy Service, a research and demonstration project conducted by The Industrial Home for the Blind with the help of a grant from the Vocational Rehabilitation Administration of the United States Department of Health, Education and Welfare. We wish to express our most profound gratitude for the support, the guidance, and the encouragement which the Vocational Rehabilitation Administration has so consistently offered to the development of rehabilitation services for deaf-blind persons.

# INTRODUCTION

It is the function of the lesson plans that follow to present the basic content for an adequate course of training in physical orientation and foot travel for deaf-blind persons in an organized form. It is not intended that each lesson plan should be completed within a single session of instruction. The experience, physical condition, and intelligence of each deaf-blind person to whom the training is offered and his emotional and psychological preparedness to undertake the training are all factors which will determine the speed at which the content of each lesson plan will be satisfactorily mastered.

The content of the lesson plans is not intended to be restrictive. It is anticipated that these plans will be used only by instructors who are equipped by general background, special training, and personal resourcefulness to make the adaptations in the plans and lend the improvisations to them that the special needs of individual clients may require. Such instructors will continuously remain alert to add to each lesson new experiences and new opportunities for the client to broaden his horizon. The client should be encouraged to remain alert, and attribute significance to all stimuli of his immediate environment.

Just a word of caution to those whose experience has been solely in working with blind persons. Although the lesson plans that follow are similar to those lesson plans in physical orientation and foot travel that have been written for use with hearing blind persons, there are a number of important — though sometimes subtle — differences in these lesson plans. Close attention must be paid to these differences because they will dictate different methods and techniques of instruction.

It should go without saying that extraordinary precautions must be taken to assure the safety of the deaf-blind client. For example, the instructor should precede and face the client when he is descending steps and should follow the client when he is ascending steps. When practicing descent or ascent on a flight of steps, the instructor should be sure never to place both of his feet on a single step and to turn his body slightly so as to be in a position to catch the client, if he should fall, without himself being thrown off balance. The instructor should constantly bear in mind that it will be useless to shout warnings or instructions to a deaf-blind client and that, therefore, he

must always be close enough to the client to forestall his falling, bumping, or otherwise injuring himself.

Generally speaking, much more time will be spent when working with a deaf-blind client in explaining and demonstrating the techniques being taught, and, as a result, the length of time needed for training such a client will probably be greater than that needed for the training of a hearing blind person. The limitation of communication is a prime consideration in estimating training time. Every effort should be made to determine the extent of the client's ability to transmit and receive information through the method of communication being used. Frequently, the instructor will find it helpful to learn a method of communication familiar to the client, even though it may not be an efficient method, in order to proceed effectively with the physical orientation and foot travel training and to provide a basis for the client to learn the preferred method of communication.

The void of experience that deaf-blind persons usually exhibit when commencing to learn independent travel, will dictate a need for the instructor to be certain that the client is aware of those objects in his environment which can be useful to his orientation. The client must be given the opportunity of tactually exploring, for instance, parking meters, mail boxes, etc. He must also be given information as to how they are used and, where feasible, he should be allowed the opportunity of using them. Allowing the client the time for such experiences represents a major contribution to his overall adjustment and knowledge and is just as important in terms of his goals as actual instruction in the use of the cane.

The instructor will find some deaf-blind clients who will need a great deal of encouragement in order to enter a travel training program and to continue in it. Since independent travel is a new concept to many deaf-blind persons, it will require a good deal of ingenuity, patience, and understanding on the part of the instructor, to help the client to appreciate the value of independent travel for him and to accept the challenge of learning it. Encouragement consistent with the progress of the client that will give him the motivation to continue, in spite of any discouragement or lack of belief in his ability to learn, must be offered. Conversely, there are those deaf-blind persons whose unrealistic attitudes regarding their abilities to travel independently will require the instructor's delicate handling to explain, without discouraging the client, the difference between the client's feeling of accomplishment and the actual progress that he is making.

Instruction of a deaf-blind person must be CONCRETE, SPECIFIC,

and TO THE POINT, with demonstration whenever possible. Care should be taken to avoid the use of adjectives which may have little or no meaning for the client.

The problem of balance while walking is one that will be obvious to the instructor. Note should be made of the client who walks with feet wider apart than usual and a wide side-to-side motion. The use of the rhythm technique EXACTLY in the prescribed manner with the cane hand EXACTLY in the correct position will do much to minimize this type of walking.

In instances where the client is using a hearing aid, even though he cannot hear conversation, he may be able to distinguish gross sounds in the environment. If this is the case, efforts should be made to determine, through trial and error, just how his degree of hearing may or may not be useful to him in independent travel. Whether these gross sounds will prove useful or disconcerting will need to be determined by experience in each case.

Often, the instructor will be working with a deaf-blind client who has residual vision. The client should be encouraged to make maximum use of this vision; but he should be helped to understand the limits of its usefulness. Allowing the client, under close supervision, to move through areas of different light intensity and to approach possible hazards that are beyond his capacity to detect through the use of his vision may prove helpful in providing the client with an appreciation of the danger of over-reliance upon his limited vision. In many instances the deaf-blind person with residual vision has very narrow visual fields. In such instances, care should be taken in teaching the client how he may use this vision to best advantage with a minimum of head-turning and twisting. Turning and twisting may add little to the client's ability to utilize his residual vision effectively and may be a dangerous practice as it may cause him to ignor reliable information about his environment available to him through the use of his cane.

The ability of a deaf-blind person to travel independently even if only in familiar environments, can be a tremendous influence in overcoming his feelings of dependency and isolation and in providing him with the stimulation and the courage to strive for his maximum rehabilitation. With patience, insight, ingenuity, and application, there is no reason why the trained instructor cannot help deaf-blind persons to achieve a high degree of independence in mobility and all of the benefits that are concomitant with this achievement.

# PHASE I

PURPOSE: To orient the deaf-blind client to the training floor of the Institute of Rehabilitation and the various other areas which he will be required to traverse in the course of his training.

# **LESSON PLAN #1**

### 1. SPECIFIC OBJECTIVES

- a. To provide the client with an opportunity to learn the layout of the training floor and the location of the various offices and class-rooms so that he may move about the Institute of Rehabilitation freely and with confidence.
- b. To teach the client to recognize reference points such as water fountains, approaches to stairways, and fire extinguishers, so he may use them to identify the area in which he may find himself and keep his bearings precisely within it.
- c. To help the client learn to traverse without faltering the areas between the training floor and the locker room, the dining room, the lavatory, the reception desk, the outside exits, the gymnasium, the model apartment and all other routes which he may be required to use frequently.

### 2. PROCEDURE

a. Establish rapport with the client through an informal introductory discussion of what the client may expect to derive from his instruction in physical orientation and foot travel and what the instructor will require of the client in the course of this instruction.

NOTE: If the client is having difficulty with communication, it may be wise to delete or to shorten this procedure and to depend on the procedures that follow to provide the client, through participation rather than discussion, with an understanding of what he may expect to derive from the instruction and what will be expected of him in the course of the instruction.

b. Tour the Institute of Rehabilitation with the client and point out all significant points of reference. Allow the client to tactually explore the areas between the points of reference, to measure the distance between them in terms of the span of his armspread and the time and energy required to move between them, and help him study their relationships to each other.

c. Practice traversing the specific routes, indicated above, until the client is able to move from point to point with confidence and safety and without the aid of the instructor.

# **LESSON PLAN #2**

### 1. SPECIFIC OBJECTIVES

- a. To acquaint the client with basic rules of safety as they apply to his traveling in familiar indoor territory.
- b. To caution the client about possible safety hazards in familiar indoor territory.

### 2. PROCEDURE

- a. Impress upon the client the importance of keeping to the right at all times.
- b. Point out to the client the injuries that may result from his walking about with a lighted cigarette, cigar, or pipe, and show him how he can cup these with his hand to minimize accidents.
- c. Show the client how to carry sharp or pointed tools and utensils to avoid the danger of injury to himself or others in moving about.
- d. Aid the client in regulating his walking speed to make it consistent with the requirements of safety while at the same time permitting free expression of the client's personality.
- e. Caution the client to turn off all machinery and to return all tools and equipment to their proper places when not in use, not to obstruct aisles, and to leave all doors either tightly closed or fully open.
  - f. Teach the client a proper approach to all machinery, tools, equipment, and doors.
- g. Teach the client to approach all possible sources of danger with caution to minimize the possibility of injury to himself because of the oversight of others.

# POINTS TO BE OBSERVED

# Does the client do the following:

- 1. Adhere to safe practice?
- 2. Maintain proper body posture and balance?
- 3. Walk steadily?
- 4. Walk in a straight line and make turns without faltering?
- 5. Use points of reference effectively?
- 6. Demonstrate that he knows the precise location of his objectives?

NOTE: Make certain that the client not only uses reference points effectively in his orientation but that he understands what each reference point is — its size, its shape, its primary function. If he does this he will not only be able to orient himself within his environment but he will also enhance his knowledge of his environment through the process of orientation.

# PHASE II

PURPOSE: To teach the deaf-blind client inside travel techniques for use in traveling in unfamiliar territory indoors.

# **LESSON PLAN #3**

### 1. SPECIFIC OBJECTIVES

- a. To teach the client the method of using his cane for traveling in unfamiliar territory indoors.
- b. To acquaint the client with the method which he may employ, under emergency conditions, in traveling without using his cane in unfamiliar territory indoors.



### 2. PROCEDURE

a. Instruct the client to grasp the shaft of his cane, at the point where the crook curves into the shaft, with his arm extended forward at about a 30 degree angle to his body, the inside of his wrist, rotated downward, his forefinger extended along the shaft of his cane, with the crook of his cane turned outward and the shaft of the cane extending downward across his body, with the tip of the cane no more than an inch or two above the floor in front of the foot opposite to the hand holding the cane. Instruct the client to grasp his cane firmly, with wrist relaxed but not dropped, and with arm straight while he is in motion, and to use his cane as a bumper and not as a probe.

b. Instruct the client to extend his arm forward with the elbow bent so his forearm is across his body and parallel to the floor at about the height of the top of his sternum with his palm turned downward and his fingers extended in a relaxed comfortable position. Point out to the client that, in this position, his arm will be far enough in front of his body so that it will be an effective bumper in the absence of a cane and that his other arm should be kept relaxed at his side.



c. Teach the client, whether traveling with or without his cane, to attend to stimuli which may serve as indicators of significant points of reference and provide the client with adequate opportunity to practice, under supervision, locating stimuli — drafts of air from doors or windows, cooking odors, and the like and to identify them. Give the client an opportunity to tactually explore various objects. This will give the instructor the opportunity to determine the client's understanding or lack of familiarity with the objects in question, and it will provide the client with an opportunity for gaining a knowledge and a familiarity with the objects. The instructor should be alert to the



fact that it may not be uncommon for a deaf-blind person to be able to identify an object tactually but not know the name of the object; or, he may know the name of an object but may not be able to identify it tactually. The instructor should exert every effort to help the deaf-blind person identify objects tactually, to know their correct names, and to know their uses.

# **LESSON PLAN #4**

### 1. SPECIFIC OBJECTIVES

- a. To acquaint the client with safe practices as they apply to his traveling in unfamiliar indoor territory.
- b. To caution the client against hazards in his traveling in unfamiliar indoor territory.

### 2. PROCEDURE

a. Emphasize to the client, on the one hand, the danger of tripping passers-by that may result from extending the tip of his cane beyond the side of his body and, on the other hand, the inadequate protection to himself that will result from his failure to extend his cane fully across the width of his body or his failure to keep the cane tip close enough to the floor. The client should be given an opportunity to see what can actually happen if the cane is not held properly. The instructor might allow the client to bump into him without the cane touching him because of the client's failure to extend his cane fully across his body; or he might walk on the left side of the client (if the cane is being held in the right hand) and, if the cane is extending beyond the width of the client's body, he might kick the cane tip to show the client that his cane is over-extended.



b. Impress upon the client the importance of stopping instantly when his cane or his extended arm detects danger. The client should

be given the opportunity to see what can actually happen when he does not stop instantly. The client might be placed on a collision course with a pole with the instructor holding his hand against the pole, palm facing the client, at a level with the client's face. If the client stops instantly when his arm or his cane contacts the pole, he should be helped to appreciate the collision he has avoided; but if the client fails to respond properly to his detection of the pole, he will experience a collision, but will be protected from injury by the instructor's palm.

- c. Point out to the client that he cannot remain fully alert when he is tired and that tenseness brings on early fatigue. The client should be urged to avoid traveling alone as much as possible when he is tired and should be helped to understand the importance of remaining calm and relaxed at all times, especially when traveling alone.
- d. Caution the client against the lack of protection that may result from any attempt to use his cane as a probe, and caution him against the danger of catching his hand or fingers when he fails to use his arm as a bumper in the proper manner. These cautions should be made both through discussion and carefully controlled demonstration. A revolving door, because of its rubber blades, may provide dramatic yet safe conditions for demonstrating the dangers of probing with the cane or fingers.
- e. Advise the client that the method for using the cane in indoor travel is most satisfactory in close quarters where there is no likelihood of encountering descending steps or pitfalls. Advise him that the outdoor technique, in which he will be instructed subsequently, should be employed in traveling in any unfamiliar territory where descending steps or pitfalls are likely to be found.

# POINTS TO BE OBSERVED

# Does the client do the following:

- 1. Hold his arm straight and at a proper angle to his body?
- 2. Keep his hand and wrist relaxed?
- 3. Grip his cane securely with his forefinger extending down along the side of the cane and the crook turned outward to protect the knuckles of his cane hand?
- 4. Maintain proper body position and avoid the tendency to lean forward when using his cane or to hide his head behind his arm when traveling without his cane?

- 5. Walk steadily without shuffling?
- 6. Locate and interpret appropriate sensory stimuli effectively?

# **PHASE III**

PURPOSE: To teach the deaf-blind client the rhythm technique of using his cane for traveling in unfamiliar outdoor territory.

# **LESSON PLAN #5**

### 1. SPECIFIC OBJECTIVES

- a. To teach the client the proper method of grasping his cane in using the rhythm technique.
- b. To help the client develop the proper rhythm and synchronization in handling of his cane.
- c. To help the client maintain a proper gait and a secure equilibrium.

### 2. PROCEDURE

a. Instruct the client to grasp the top of the shaft of his cane, with the crook downward, between his thumb and forefinger with



his forefinger extending down along the side of the shaft and the third finger curving under the shaft so as to place the top of the shaft of his cane firmly against the heel of his hand below the base of his thumb and forefinger and to allow his fourth and fifth fingers to curve loosely under the top of the shaft so that the fifth finger touches the point at which the shaft meets the crook. Instruct the



client to hold his arm so that his hand is in front of the center of his body slightly below his belt line and his elbow is pressed against the front of his body off center to the side nearer his cane hand. With his cane held in this manner and with the tip touching the ground in front of him, instruct the client to raise the tip slightly and move it from side to side with his wrist serving as the fulcrum and his arm remaining stationary. (He may employ whichever hand he finds more comfortable to use.)

b. Teach the client to move his cane from side to side, touching the tip to the ground lightly at the termination point of each sideward movement, so as to describe an arc as wide as his body and about an inch or two above the ground at its highest point. Impress upon the client that his cane should not be permitted to move within his hand but that it should be held firmly but not tensely with the third finger, thumb, and forefinger and that the movement should originate at the wrist.

- c. After the client has demonstrated his ability to move his cane in the required manner, allow him to begin walking and to synchronize the movements of his cane to cause the tip of his cane to tap the ground in front of the foot opposite the one which is in a forward position. Thus, as he brings his right foot forward, he will tap the ground in front of his left foot and, as he brings his left foot forward, he will tap the ground in front of his right foot. Point out to the client that, in employing this synchronization, the tip of his cane will always touch the ground where the next step is to be made and will thus warn him of any danger.
- d. Alert the client to the tendency he may have of walking with his feet too far apart or his toes turned too far outward. Help him to be aware of the triangularization effected by the proper use of his cane in conjunction with his feet and, by this awareness, to maintain the proper perpendicular position of his body to the surface on which he is walking.
- e. Provide the client with adequate opportunity to practice, under supervision, the rhythm technique of using his cane.
- f. Provide the client with adequate opportunity to practice shifting his cane from the position employed in the rhythm technique to that employed in the indoor method of using the cane and back again without changing the position of fingers, to enable him to complete such shifting readily as occasion may require.

# **LESSON PLAN #6**

### 1. SPECIFIC OBJECTIVES

- a. To acquaint the client with safe practices as they apply to his use of the rhythm technique in traveling in unfamiliar outdoor territory.
- b. To help the client become familiar with possible hazards in his traveling in unfamiliar outdoor territory.
- c. To teach the client the proper use of the rhythm technique in following a building or fence line and in skirting large obstructions.
- d. To teach the client a safe method of contacting objects which he may wish to explore tactually.

### 2. PROCEDURE

- a. Point out to the client the danger of tripping passers-by from his use of an arc greater than the width of his body and the inadequate protection that will result from his use of an arc smaller than the width of his body or higher than the approximate inch or two above the ground.
- b. Impress upon the client the importance of stopping immediately when the tip of his cane detects danger.
- c. Point out to the client that building lines, fence lines, and the edges of large obstructions which contain no great number of breaks or irregularities may serve as convenient guide lines. Instruct the client to follow such lines by walking sufficiently close to them to enable him, by slightly extending the width of the arc in his use of the rhythm technique, to touch the building, fence, or object which he is skirting at its juncture with the sidewalk with the tip of his cane each time he completes the arc on the side of the line he is following. Afford him adequate opportunity to practice following such guide lines in this manner.



d. Point out to the client the danger of injury or embarrassment that may result from the extending of his hand through mid-air to touch an object which he may wish to explore tactually; and instruct him that such danger can be avoided if, when his cane comes in contact with such an object, he will hold the tip of his cane firmly in its position and walk forward until the shaft of the cane comes in contact with the object at a convenient point from which to begin his exploration of it. Point out to the client that this method of establishing direct contact with objects will prove effective in finding ticket counters, doorknobs, benches, etc. Provide adequate opportunity for the client to practice this method under supervision.



- e. Encourage the client to request assistance whenever he needs it if it is available. (See Lesson Plan #7)
- f. Call the client's attention to the fact that the rhythm technique does not provide protection against suspended obstructions, such as awnings and scaffolds, and recommend that his free arm be used as a bumper whenever he finds himself in an area in which such obstructions may be present and where assistance is not available.

g. Call the client's attention to the fact that when he is sitting and not using his cane, or when he is standing and not using his cane, the cane should be in such a position as not to interfere with any passers-by. While sitting the client's cane may be held close to him, in a perpendicular position, or, if he is going to be sitting for any length of time, it may be conviently hung on the back of the chair, with the shaft of the cane alongside of him. If there is a wall immediately behind the chair, the cane may be placed on the floor next to the wall. When standing and not using his cane, the client should hold his cane in a perpendicular position, his hand dropped to a comfortable position on the shaft with the tip on the ground and the cane close to his side.

# POINTS TO BE OBSERVED

# Does the client do the following:

- 1. Maintain a movement of his cane properly synchronized with his steps?
- 2. Maintain an arc the width of his body with the tip of the cane close enough to the ground to detect pipes and similar tripping hazards?
- 3. Tap his cane firmly enough to provide vibration in the shaft of the cane which will help to indicate the type of surface being traversed dirt, concrete, asphalt, etc?
- 4. Tap his cane lightly enough to indicate that it is not being gripped too firmly and is not reflecting a tenseness which may produce undue fatigue?
- 5. Hold his forefinger straight along the side of the shaft of the cane to make the shaft of the cane, in effect, an extension of his forefinger?
- 6. Hold his cane securely in his hand and produce all movements of the cane by movements of his wrist?
- 7. Extend his arm forward and downward, his elbow straight and properly placed against his body, with his hand located in front of the center of his body and slightly below his belt line?
- 8. Avoid needless maneuvers with the cane, using it only to detect and not to explore?
- 9. Show sufficient interest in practicing the correct use of the rhythm technique to enable him to perform it automatically and without undue concentration?
- 10. Use the cane properly in following a guide line?

- 11. Use the cane properly in establishing contact with an object he wishes to explore tactually?
- 12. Walk with his feet at a proper distance apart, without staggering, and with a minimum of weaving?

## PHASE IV

PURPOSE: To teach the deaf-blind client the use of various methods of communication to permit him to use the public effectively when he is in need of assistance.

# **LESSON PLAN #7**

### 1. SPECIFIC OBJECTIVES

- a. To help the client understand the limitations of using the manual alphabet in communicating with the general public.
- b. To help the client, if he has understandable speech, to use his speech when dealing with the general public.
- c. To help the client appreciate any speech difficulty he may have that may make it difficult for the average person to understand what he is saying.
- d. To instruct the client to use any key words or phrases he may be able to speak intelligibly such as "yes," "no," "cross the street, please."
- e. To teach the client, if he knows print, the proper technique of using print-on-the-palm and/or the embossed alphabet plate for communicating with the general public.
- f. To teach the client the technique of using print cards for requesting specific assistance from the general public.
- g. To teach the client the use of a pin button or badge for identifying him as a person with visual and hearing handicaps.
- h. To acquaint the client with the technique of using a pad of paper and pencil in communicating with the general public.
- i. To teach the client the technique of using the Tellatouch in communicating with the general public.

### 2. PROCEDURE

a. Point out to the client that the use of the manual alphabet will have to be confined to those persons who know it. Be sure he understands that the manual alphabet is an unusual method of communicating, and is not used by the public generally. Point out to the client

that personal contact, even hand-to-hand contact, may be embarrassing or even frightening to someone who is unaware of the problem of deaf-blindness and who may not be aware that the client is only



attempting to communicate. Suggest to the client that, in order to fore-stall an unsatisfactory response to his deliberate contact with a member of the public, he should make proper use of a pin button or badge identifying him as a person with a visual and hearing handicap. (See E below)

b. Caution the client against attempting any detailed communication with members of the public, unless he has the use of readily intelligible speech. Suggest that he be prepared to resort to an alternate method of communication whenever he finds that his speech is not being understood. Help him to realize that the tone of his voice might frighten some individuals who are not acquainted with the speech of deaf persons and impress upon him the inadvisability of attempting to communicate orally with a member of the public, unless he is certain that his speech is readily intelligible and that the tone quality of his voice is fairly normal.

- c. Help the client whose intelligible speech is limited to key words and phrases to select and use these words and phrases appropriately. Caution him that they may not be understood in some cases and that, to avoid embarrassing or frightening any member of the public who fails to understand him, he should not persist in his effort to make himself clear orally, but, rather, he should quickly resort to an alternative method of communication.
- d. Advise the client who knows print that he may use either hand for receiving print-on-the-palm. Instruct him to raise his hand forward, waist-high with elbow bent, elbow touching his side, palm up, fingers extended together. If he is not capable of speaking clearly, provide him with a card on which has been printed the information that he is deaf and blind and that he can understand block print letters traced on his palm. Instruct him to display this card with his free hand before he extends his other hand to receive print-on-the-palm.



Print a message in his palm and using whatever method of communication is familiar to him, ask him to repeat your printed message by using the method of communication with which he is familiar. Continue this process until you are satisfied that the client is able to receive information through print-on-the-palm.

e. Point out to the client that, when traveling in public, he is apt to encounter persons who are not familiar with deafness and blindness and who may not understand his efforts to communicate with them. Provide him with a large pin button or badge, shaped or marked in a manner that will enable him to know when it is upright, containing the information, in clear print letters, that he is deaf and blind. Advise him to begin his communication as soon as he has displayed his button or badge in order that the purpose of his encounter might be made clear.



Introduce the client to the embossed alphabet plate; and convey a message to him by placing the index finger of the hand he uses more comfortably on the letters, in proper sequence, that will spell out your message. Verify his understanding of the message in the manner used to verify his understanding of print-on-the-palm. Be sure that the back of the alphabet plate contains the information that the client is deaf and blind and instructions for the use of the plate. Inform the client that the back of the plate contains this information and instructions for the use of the plate. Instruct the client to display the back of the plate before attempting to use it with a member of the public. Instruct

him that, after the person with whom he wishes to communicate has had time to read the back of the plate, he should hold the plate in whichever hand he finds it comfortable to hold it, with four fingers on the bottom and thumb on the top and the embossed letters in an upright position facing to the side. Instruct him to use the index finger of his free hand to spell out the message or question he wishes to convey.



- f. Instruct the client in the use of a series of cards, each containing a specific request for assistance, which may be employed to obtain all necessary assistance in traveling a pre-determined route:
- 1 The cards should be approximately three inches by five inches and of fairly heavy paper stock.
- 2 Each of the cards should contain across the top, in type or hand printed letters,

### I AM DEAF AND BLIND

The center portion of the card should contain a clearly worded specific request for assistance, such as —

PLEASE HELP ME BOARD THE SEVENTH AVENUE BUS
The lower portion of the card should contain the request:

TAP ME IF YOU UNDERSTAND

See illustration below:

I AM DEAF AND BLIND
Please help me board
the Seventh Avenue Bus
TAP ME IF YOU UNDERSTAND

- 3 Each of the cards should be Brailled or otherwise marked by use of staples, punched holes, etc. to enable the client to identify the face of the card, the top of the card, and the request for assistance contained on the card.
- 4 Each card should contain only one request for assistance; and the series of cards prepared for each trip should be used by presenting one card at a time, in correct sequence and at the appropriate time, according to the particular assistance required.



- 5 When a card is presented for assistance, the client should not relinquish it. He should hold it firmly in a position convenient for reading by the person from whom the assistance is requested and he should make certain that none of the written material is covered.
- 6 The series of cards prepared for each trip should be kept separate from all other cards and, when not needed for immediate use, should be filed for possible future use.
- g. Advise the client who has intelligible speech and who uses Braille that he may find the Tellatouch machine a useful instrument for receiving information from persons who may not be prepared to take the time to use other special methods of communication. Help him

to develop brief clear instructions for the use of the machine which he may convey orally. Instruct him that, in presenting the Tellatouch machine to a person who may prefer to use it, he should cradle the machine in either arm, close to the body, leaving enough room to place the index finger of his free hand on the Braille cell.



h. Advise the client who has sufficient residual vision to read print that he may find it practicable to carry a pad and pencil for communicating with members of the public. Suggest that he carry a heavy dark pencil and that he print his messages in clear large letters so that the person with whom he communicates in writing will be aware of his limited vision and will be likely himself to write clearly for the client.

Point out to the client who may be able to write clearly, despite inability to read his own writing, that he may find it helpful to carry a pad and pencil for use in conveying questions to members of the public whom he may not be able to reach effectively through any other method of communication.

Advise such a client to precede his written question to any stranger with the display of a card which gives the information that he is deaf and blind and cannot see to read, and with the identification of the method by which the person may reply to him.

i. Point out to the client that, before he can communicate with any member of the public, he must attract the attention of someone who will be interested in assisting him and that he must do this in a manner which will permit him to establish physical contact with the person without startling or confusing the person. Advise the client that he may obtain an offer of assistance from a member of the public by standing on the sidewalk, holding his cane in a vertical position, and tapping the tip firmly on the pavement. Advise him that, if he wishes assistance in crossing a street, he should move to the intersection. When the tip of his cane detects the curb, he should take a small step backward, keeping the lower part of the shaft of his cane in contact with the curb, and strike the lower part of the shaft of his cane in a series of taps against the curb. Instruct him whether on the sidewalk or at the curb, to tap his cane only a few times and then wait until he can determine whether anyone is coming to his assistance. Point out that a repeated brief series of taps is more likely to bring him the assistance he desires than a prolonged continuous tapping which might cause persons to avoid him under the impression that he is angry and hostile.

# POINTS TO BE OBSERVED

# Does the client do the following:

- Use a pin button or badge effectively?
- 2. If he has intelligible speech, use his speech only to the extent that it can be readily understood and promptly resort to an alternative method of communication whenever it is indicated?
- 3. If he knows print: (a) hold his arm and hand in the proper position to receive print-on-the-palm and, if he does not have intelligible speech, display the information card in a manner that will enable the person with whom he wishes to communicate to read it easily; (b) display the back of the embossed alphabet plate properly and use the plate correctly?
- 4. Select and display "request for assistance cards" correctly?
- 5. If he has intelligible speech and can use Braille, demonstrate that he can use the Tellatouch machine effectively?
- 6. If he has enough vision to read, demonstrate his ability to communicate by use of a heavy dark pencil and pad; and, if he can write but does not see well enough to read, demonstrate that he can communicate by the use of a pencil and pad and an information card?

7. Use his cane effectively to attract attention for the purpose of obtaining assistance?

# PHASE V

PURPOSE: To teach the deaf-blind client the proper use of the cane to maintain the desired direction of movement and insure maximum safety in crossing streets with or without assistance.

NOTE: The practice of crossing streets without assistance should be considered, when assistance is not available, only by those clients who have sufficient residual vision which, if carefully and properly used, can substantially assure their safety. All other deaf-blind clients should be emphatically discouraged from attempting to cross streets without assistance regardless of any circumstances that may incline them to make the attempt.

# **LESSON PLAN #8**

### 1. SPECIFIC OBJECTIVES

- a. To teach the client the proper method of verifying the direction in which he is facing when he arrives at a corner in order to enable him to position himself so that the individual offering assistance can easily ascertain the direction of crossing desired by the client.
- b. To teach the client the proper use of sighted assistance in crossing streets.
- c. To teach the client the method of using the cane for crossing streets alone under emergency conditions which will enable him to detect stationary obstructions outside of his field of vision and, at the same time, permit him to make the crossing with a minimum of delay.

### 2. PROCEDURE

a. Instruct the client that, as the tip of his cane detects a down curb, he should hold the tip of the cane firmly against the curb and move forward in such a manner as to place both of his feet on the curb with his toes protruding slightly over the edge. Instruct him that, from this position and without turning his body, he should transfer his cane to his other hand and run the tip of it along the curb as far as he can comfortably reach, return it to him along the curb, transfer the cane back to his cane hand, and repeat the process with that

hand. Point out to the client that, if the cane moves on a line with his shoulders on both sides of his body, it will indicate that he is facing directly across the street.



b. Point out to the client that if, when moving the tip of the cane along the curb in the manner instructed, he finds that the cane moves behind his shoulder line on either side, it will indicate that he is standing at a curved curb and, in squaring his toes against such a curb, he may be positioning himself to walk diagonally into the street which he has been following instead of directly over the cross street and that such a position may confuse the individual offering assistance as to the direction in which the client wishes to cross.



c. Advise the client that, if he finds himself positioned at a curved curb, he should turn on the curb toward the building line along which he has been walking and walk a few steps along the curb, employing the rhythm technique to protect himself against hydrants and other obstructions, and repeat the process of verifying the direction in which he is facing at the curb.



- d. Provide adequate opportunity for the client to practice the process of verifying the direction in which he is facing on both squared and curved curbs.
- e. Instruct the client that, after he has positioned himself properly for crossing the street, he should extend his cane forward, moving the tip along the street, to determine whether he may step down from the curb without encountering a parked vehicle or other obstruction. Advise the client not to repeat this process more than once, as repeated extension of the cane in this manner will serve no useful purpose and may develop a habit of employing the cane as a probe instead of a bumper.
- f. Instruct the client that he should always be ready to switch the cane to the opposite hand in order to use it correctly in crossing the street if the person offering assistance approaches him on the side on which he is holding the cane. Point out that this will avoid the necessity of going in front or behind the person offering assistance in order for him to take the arm of the person with his free hand.

g. Review with the client the method of attracting attention for obtaining assistance in crossing streets. (see Lesson Plan #7 — Procedure i) Advise the client to take the arm of any person offering to guide him rather than to allow himself to be pushed across streets or through similarly dangerous areas. (see Lesson Plan #12 — Procedure a) Instruct the client that in crossing the street with a guide, he should use the cane as he has been taught to use it in the indoor technique making sure that the tip of the cane is just off the pavement while crossing and that the cane is far enough in front of him while crossing to alert him to the far curb. This will allow him enough time to step up onto the curb without faltering.



h. If the client has sufficient partial vision to enable him to detect moving traffic at a distance adequate for his safe crossing of the street, advise the client that, only when help is not available, he might cross streets without the help of normally seeing persons and that, in doing so, he should exercise the special precautions dictated by his visual limitation. Help the client to appreciate the nature and extent of his visual limitation; if he has limited fields, help him to understand that, no matter how well he sees what he is looking at, he will not see danger that is not within his field of vision, and help him to identify in his own mind the limits of his visual field and to learn to use eye movements and head movements to minimize the dangers posed by his limited fields. Help him, too, to appreciate the distances that his safety

will require him to allow between himself and vehicles moving at different speeds, and help him to relate this information to the distance at which he can see moving vehicles and to use all of this information in controlling his movements in crossing streets without assistance.

Instruct the client to use the cane when crossing the street in the same manner in which he has been instructed to use it for traveling in unfamiliar indoor territory. Suggest that, while crossing the street, he might find it helpful to touch the tip of his cane to the pavement once or twice in order to make certain that he is holding the tip at the proper height and that, as he should walk steadily and more rapidly than he would ordinarily walk indoors, he might find it advisable to hold his cane a few inches farther in front of him than he customarily would hold it in traveling indoors. Advise him that, as the tip of his cane comes in contact with the opposite curb just above its juncture with the street, he should measure the height of the curb by raising the tip of his cane over the top of the curb, as he continues to move forward, before stepping up onto the sidewalk.

i. Instruct the client to hold his cane in the position used in crossing the street until after he steps up onto the opposite curb in order that he may detect any rubbish receptacle, hydrant, or other obstruction, before resuming the use of the rhythm technique.

# **LESSON PLAN #9**

### 1. SPECIFIC OBJECTIVES

- a. To impress upon the client the limitations of the method in which he has been instructed for crossing streets alone under emergency conditions.
- b. To acquaint the client with safety aids to be used in crossing streets.

### 2. PROCEDURE

- a. Emphasize to the client who does not see well enough to detect moving traffic at a safe distance that, without responsible sighted assistance, he has no way of providing any adequate protection for himself against the hazards of vehicular traffic in crossing streets and that he should not attempt, under any circumstances, to cross streets without assistance.
- b. Emphasize to the client who has sufficient partial vision to detect moving traffic at a distance adequate for his safety that, at best, his partial vision may not provide him with the degree of protection

that he may expect from the assistance of a person with normal vision and that, consequently, he should spare no effort to obtain responsible sighted assistance in crossing streets and that he should cross alone only if absolutely necessary.

- c. Advise the client that traffic control buttons are provided at some intersections which the pedestrian may use to halt traffic and urge the client to familiarize himself with the use of these wherever they exist.
- d. Point out to the client that in one-way street areas he may be able to plan his route of travel in such a way as to have the traffic at every street which he wishes to cross move from the direction of the building line along which he is walking so that he can be certain that, if he is able to recognize when the traffic stops in front of him, there will be no danger of any traffic turning into the street which he is to cross.
- e. Suggest to the client that he familiarize himself as thoroughly as possible with the layouts of subway, elevated, and railroad stations that he may use often in order that he might plan his exit from these stations in such a way as to eliminate needless crossing of streets; and point out that, in many instances, he will find it possible to cross streets by entering a station on one side of the street and coming out on the other side or by using underpasses or overpasses to avoid crossing streets.

# POINTS TO BE OBSERVED

### Does the client do the following:

- 1. Detect the down curb with the tip of the cane?
- 2. Use the cane effectively to determine that he is facing directly across the street?
- 3. Recognize a curved curb through use of the cane?
- 4. Use the rhythm technique for walking when moving a few steps after recognizing a curved curb?
- 5. Use the cane properly to determine whether he may step down from the curb without encountering a parked vehicle or other obstruction?
- 6. Switch the cane easily from one hand to the other when indicated?
- 7. Hold the arm of the person assisting him across the street and follow one step behind the person?
- 8. Refrain from crossing the street, if he is unable to see well enough to detect moving traffic at a safe distance, until he is able to obtain sighted assistance?

- 9. Use his vision effectively as an aid in crossing streets independently?
- 10. Use his cane in the prescribed manner in crossing streets independently and stepping up on the opposite curb?
- 11. Make every effort to secure sighted assistance before attempting to cross independently?
- 12. Show a familiarity with the exits and entrances of stations in which he has received instruction?

# PHASE VI

PURPOSE: To teach the deaf-blind client to use the cane in ascending and descending steps.

# **LESSON PLAN #10**

### 1. SPECIFIC OBJECTIVE

a. To teach the client how to use his cane in preparing to ascend steps, to make the ascent, and to resume walking after having completed the ascent.

### 2. PROCEDURE

a. Instruct the client that, as the tip of his cane comes in contact with the bottom step of an ascending flight of steps, he should hold his cane firmly against the step and walk forward until either foot touches the riser of the first step.



- b. Instruct him to determine the height and depth of the step by raising the cane until the tip reaches the top of the riser and by extending the arm holding the cane forward until the tip of the cane reaches the bottom of the riser of the second step.
- c. Instruct the client to move the tip of his cane to the right, allowing it to move along the bottom of the riser of the second step, and to follow his cane until he reaches the hand rail or until he determines that he has allowed enough room to his left to avoid colliding with anyone who may be descending the steps.



- d. Instruct the client that as he ascends the steps he should hold the cane in a perpendicular position, between the thumb and fore-finger of his left hand, with the other fingers resting lightly along the shaft to give it stability, at a height that will cause the tip of the cane to tap each step two steps ahead of him as he makes his ascent. Point out to the client that when the tip of his cane fails to come in contact with a step it will indicate to him that he is one step from the top of the stairs. Advise the client that, if the steps have a hand rail, he should place his right hand on the hand rail as he ascends.
- e. Advise the client that, as he reaches the top of the stairs, he should immediately employ the indoor method of using the cane or the rhythm technique whichever may be more suited to his surroundings before moving away from the stairs.
- f. Afford the client ample opportunity to practice, under supervision, preparing to ascend steps, making the ascent, and resuming walking after having completed the ascent.

## **LESSON PLAN #11**

### 1. SPECIFIC OBJECTIVE

a. To teach the client to use his cane in preparing to descend steps, to make the descent, and to resume walking after having completed the descent.

### 2. PROCEDURE

a. Instruct the client that, as the tip of his cane detects the edge of a descending step through the use of the rhythm technique, he should hold the tip of the cane firmly on the front edge of the step and walk forward until the toes of either foot protrude slightly over the edge of the step. Have him then extend the tip of his cane downward and forward to determine whether he has reached a single step or the head of a flight of steps.



b. Instruct the client that, after he has determined that he has arrived at the head of a flight of steps, he should place the tip of the cane on the tread of the step below him with the lower part of the shaft of the cane against the step on which he is standing, move it to the right, and follow it until it contacts the right side of the step or until he determines that he has allowed enough room to his left to avoid colliding with anyone who may ascending the steps.

c. If the steps do not have a hand rail, instruct the client to grasp his cane in the manner employed in the rhythm technique, but to drop his arm to his side so that the tip of the cane extends a few inches beyond and below the edge of the step below him and to hold his other arm in the same manner employed in traveling indoors without a cane, but with the arm at approximately belt level. Point out to the client that, as he descends the steps with his arms in these positions,



the tip of his cane will move freely over the edge of each successive step until he reaches the last step at which point it will tap the floor, and that the tip of the cane will also serve to detect any tripping hazards while his other arm will serve to protect him against any large obstruction on the steps.

- d. Instruct the client that, upon reaching the bottom of the flight of steps, he should extend his cane forward, moving the tip along the floor to determine whether any tripping hazards or obstructions lie in the area immediately in front of him before resuming walking, using the indoor or rhythm technique depending on his degree of orientation to his surroundings.
- e. Point out to the client that, when he reaches the landing on a flight of descending steps where there is no hand rail, he may use the indoor technique, but with the cane tip on the floor, and slide the cane tip along the floor as he walks in order to find the continuation of the steps. Point out to the client that, where there is a hand rail, the hand rail will frequently be found to continue across the landing and thus indicate the continuation of the steps.

f. Afford the client ample opportunity to practice, under supervision, preparing to descend steps, making the descent, and resuming walking after having completed the descent. Descending steps without the aid of a hand rail presents a serious problem of balance to many deaf-blind persons. Extensive practice of procedure "c" will generally be found to be necessary and, in some cases, modification of this procedure may be found to be required. Where extensive practice fails to indicate an ability to develop adequate balance in descending steps in the manner outlined under procedure "c" the client may find it necessary to resort to the technique of holding the tip of his cane on the edge of the step below the step on which he is standing, placing one foot and then the other on the step with which the tip of his cane is in contact, and repeating this procedure to proceed down the steps in a gait which is slow and hobbling in appearance but which may provide the client with the sense of balance and feeling of security which he requires.

## POINTS TO BE OBSERVED

## Does the client do the following in ascending:

- 1. Keep the cane tip at the bottom step as he walks up to it?
- 2. Move to the right side of the stairs and grasp the hand rail, if there is one?
- 3. Check the width, height, and depth of the step?
- 4. Tap each step, two steps ahead of him, as he ascends?
- 5. Hold the cane in the correct position and loosely enough to permit it to bounce lightly against each successive step?
- 6. Recognize the top of the stairs and avoid taking an extra step?

### Does the client do the following in descending:

- 7. Keep the cane tip on the front of the edge of the down step as he walks up to it?
- 8. Place either foot so that his toes protrude slightly over the edge of the step before determining whether he has approached a single down step or a flight of descending steps?
- 9. Hold the cane so that the tip just misses the edge of each step below him as he descends?
- 10. Recognize the bottom of the stairs by the tap of the cane and avoid needless shuffling or stumbling?

## PHASE VII

PURPOSE: To teach the deaf-blind client to follow a guide comfortably and safely.

## **LESSON PLAN #12**

### 1. SPECIFIC OBJECTIVES

- a. To teach the client a convenient method of walking with a stranger across a street or through a similarly hazardous area of limited extent.
- b. To teach the client a comfortable method of walking with a companion for an extended period of time.
- c. To teach the client to walk with a guide through highly obstructed areas, involving the use of narrow passages.

### 2. PROCEDURE

- a. Instruct the client that, when accepting guide service under conditions in which close contact with the guide might not seem appropriate, he should lightly grasp the lower part of the upper arm of the guide, with his thumb on the outside, and walk about one-half step behind the guide. Point out to the client that, in following a guide in this manner, a certain amount of lost motion between the movements of the guide's body and the arm of the guide is inevitable and that, consequently, it is important for him to walk slightly behind the guide in order to allow for the lost motion between the movements of the guide's body, his interpretation of these movements through the guide's arm, and his response to them.
- b. Instruct the client that, when walking with a companion for an extended period of time, he should place his arm through his companion's arm, let his hand rest on the lower part of his companion's forearm and walk abreast of his companion. Point out to the client that walking with a companion in this manner will place the back of his wrist against his companion's hip and will provide a direct means of interpreting the movements of his companion's body and that it will also tend to synchronize his step with that of his companion so that response to his companion's movements will be virtually instantaneous. Point out that this method of walking with a companion will be found to be comfortable under ordinary conditions; but that in ascending or descending high steps such as in boarding or leaving

a bus — it will be advantageous to drop one step behind his companion and allow his hand to drop to his companion's wrist (with his thumb on the outer side of the wrist) in ascending a step, and to move his hand to his companion's shoulder (so that his fingers rest lightly on the back of the shoulder) when descending.



- c. Instruct the client that, if he wishes to use his cane while walking with a guide or companion, he should hold the cane in the manner employed in traveling in unfamiliar indoor territory, except that he should hold it about one-third of the way down the shaft and lower his arm so as to place his arm at about a 5 to 10 degree angle to his body.
- d. Point out to the client that, in walking with a guide in extremely close quarters, he will find it helpful to grasp his guide's wrist and walk at least one full step behind him in order to provide sufficient flexibility to maneuver through passages that may be too narrow to permit two persons to pass abreast.
- e. Afford the client ample opportunity to practice, under supervision, the various methods of walking with a guide.

## POINTS TO BE OBSERVED

## Does the client do the following:

- 1. Step up and down curbs without stumbling?
- 2. Turn when his guide turns without hanging back or crowding his guide?
- 3. Begin the ascent and descent of stairways without stumbling or falling?
- 4. Resume walking after ascending or descending stairways without taking an extra step at the top or shuffling at the bottom?
- 5. Board and leave buses and similar transportation facilities without apparent fear or hesitation?
- 6. Synchronize his step properly with that of his guide and walk along with him in a free, relaxed manner?

## PHASE VIII

PURPOSE: To increase the awareness of deaf-blind clients who have no useful vision of sensory cues that are of aid in physical orientation and to provide them with exercises for developing the use of their senses to improve their physical orientation and their ability to travel alone.

## **LESSON PLAN #13**

### 1. SPECIFIC OBJECTIVE

a. To increase the client's awareness of the importance of vibrations and other tactile stimuli in physical orientation and to provide him with exercises to develop his ability to locate points of reference.

### 2. PROCEDURE

a. Stationing yourself and the client about three feet apart on a wooden floor, stamp your foot firmly and repeatedly. Approach the client and ask whether he was aware of the vibration created by your stamping. If his reply is in the negative, repeat the process with a shorter distance between you and the client and, if feasible, on a less firm portion of the floor. Once the client indicates that he is able to detect the vibration created by your stamping, instruct him, when you resume stamping, to approach you and place his hand on you. Repeat

this process at greater distances between you and the client until you can determine the threshold beyond which the client is unable to respond effectively to your stamping. When this threshold has been determined, remaining within the threshold, see whether the client can follow you as you move about stamping your feet.

Repeat the foregoing exercise by tapping firmly on a thin tabletop or metal partition with the client's hand on the tabletop or partition.



Help the client to understand how his ability to detect the sources of vibrations can provide him with reference points to help him remain oriented in his environment and to help him avoid points of danger — e.g. the location of an orchestra on a dance floor through the vibration created by the piano or percussion instruments to enable him to remain oriented on the dance floor or the location of stamping presses or other heavy machinery in a factory to help avoid approaching too closely to these potential sources of danger.

## **LESSON PLAN #14**

### 1. SPECIFIC OBJECTIVE

a. To increase the client's awareness of the importance of kinesthetic memory in physical orientation and to provide him with exercises for utilizing his kinesthetic sense and for developing his kinesthetic memory.

### 2. PROCEDURE

a. Direct the client to ascend a flight of steps, under supervision, without using the hand rail or a cane and without counting the steps. If he takes an extra step at the top, direct him to repeat the exercise in the same manner until he is able to accurately determine his arrival at the head of the steps.

Repeat this exercise with intervals of one day or more between repetitions until the client can accurately determine his arrival at the head of a familiar flight of steps on the first try.

b. Mark off any distance along a sidewalk — 20 feet, 25 feet. Station the client at one end of this distance and walk with him to the other end. Then ask the client to continue walking, without counting his steps, and to stop when he thinks that he has covered a distance equal to the original one. Measure the second distance he has walked and advise him of the difference between it and the first distance.

Repeat this exercise from time to time until the error in the client's comparison of the two distances is reduced to a minimum.

c. Mark a height on a pole or wall — five feet, six feet. Place the client's hand on the mark. Ask him to remove his hand and to lower it to his side. Then ask him to walk to some other location several paces distant and to place his hand at a height which he estimates to be equal to the one that has been marked. Measure the height indicated by the client and advise him of the difference between it and the one originally marked.

Repeat this exercise from time to time, until the error in the client's comparison of the two heights is reduced to a minimum.

d. Prepare a bundle of seven sticks of similar diameter, graded in length of 2 inches from 33 inches to 45 inches, and a board with seven horizontal grooves, each large enough to hold a stick so that it will not roll. Place the bundle of sticks, horizontally and in random order, on a table in front of the client. Ask him to pick up each stick by the center, judge its length by the span of his arms, and without

touching the ends of the other sticks, place it on the grooved board in order of size with the smallest stick nearest him and each next larger stick consecutively farther away from him.

Repeat this exercise from time to time, until the error is reduced to a minimum.



b. Station the client alongside a solid building line sufficiently removed from the building line to prevent him from touching it and situated so that he will be shielded by the building from the sun and/or the wind. Instruct him to walk along the building line and to indicate when he feels the sun or wind from which he can infer that he has passed the end of the building line. Repeat this procedure under conditions in which the sun may be the primary basis of the client's awareness of the end of the building line and under conditions in which the wind may be the primary basis of the client's awareness of the end of the building line. Repeat the procedure with the client walking at greater and greater distances from the building line until you can determine the maximum distance at which the client can be aware of the building line, through the action of the sun and/or the wind, and

continue this exercise until the amount of error in detecting the end of the building line is reduced to a minimum at various distances from the building line.

Help the client to understand that his awareness of the end of the building line may serve him as a clue to his presence at an intersection, a driveway, or a courtyard, etc. Impress upon him the importance of exercising the precautions dictated by the crossing of a driveway, unless he is sufficiently familiar with the neighborhood in which he is traveling to know that the end of a particular building line signifies his presence at a courtyard, sidewalk intersection, or some other safe location.

## **LESSON PLAN #15**

### 1. SPECIFIC OBJECTIVE

a. To increase the client's awareness of the importance of the olfactory sense in physical orientation and to provide him with exercises for developing the use of this sense.

#### 2. PROCEDURE

- a. Call the client's attention to the fact that his olfactory sense tires quickly, and impress upon him that, if he is to use it to advantage, he must be alert to recognize and use quickly the information he derives through it.
- b. Select a group of different types of material having distinctive but nonpungent odors newly cut wood, rubber, leather, etc. and ask the client to identify each material by its odor.

Repeat this exercise from time to time until the error is reduced to a minimum.

c. Walk with the client along a street in a shopping area, and ask him to identify, by the odors, each store that has a distinctive odor. Then, ask him to follow the source of some of the adors to the entrances of the stores from which they emanate. If he shows lack of familiarity with any odor which is distinctive enough to be identified, accompany him into the store and, if it can be arranged, permit him to examine tactually the source of the odor.

Repeat this exercise until the error is reduced to a minimum or until it is clearly established that the client does not enjoy sufficient olfactory sense to be of use to him.

## POINTS TO BE OBSERVED

## Does the client do the following:

- 1. Move directly and with adequate precision to the sources of vibration?
- 2. Locate the end of the building line by sun and/or wind?
- 3. Use kinesthetic memory effectively to arrive at pre-determined destinations after he has had practice in performing selected exercises?
- 4. Identify odors and localize their sources?

# APPLICATION & EVALUATION

The abilities which each deaf-blind client may acquire through his completion of the foregoing course in physical orientation and foot travel will be determined by his capacities, his motivation, and the extent of his need to travel independently. The significance of these abilities will be enhanced to the extent that each client can be helped not only to safely negotiate the routes which he may need or may wish to travel but also the extent to which he can be helped to enlarge his first-hand knowledge of his environment.

Thus, every opportunity should be sought to permit each deaf-blind client to systematically explore buses, trains, railroad stations, public buildings, etc. Such exploration should be planned, whenever possible, when the facilities involved are relatively or entirely vacant and when the exploratory process is apt to be free from public scrutiny. The client who has a very small amount of vision should feel free to look at objects very closely, to stare, to squint, and to do whatever he may do safely to combine his limited vision with his remaining senses to acquire the knowledge of his environment that he desires. The client who has no useful vision should be encouraged to traverse distances between objects often enough to provide him with a precise kinesthetic image of their relationship, to examine objects tactually in detail, to smell objects, and to do whatever is appropriate to afford him the fullest possible knowledge of every object in his environment which is meaningful to him.

Practice trips should be planned with each client which will hold interest for him and which will make maximum use of his travel ability.

The client should be provided with print cards containing the specific requests for assistance and other aids appropriate to his needs. The client should be assigned to make these trips with the instructor observing his performance from a distance sufficient to give the client a sense of traveling alone but not too great to prevent the instructor from intervening if the client's safety or self-confidence should require it.

The instructor should make careful notes of his observations of the client's performance and he should review his observations with the client immediately upon the completion of each assigned trip in order that the client might learn from his mistakes and be reassured by his successes.

Upon the client's discharge from training in physical orientation and foot travel, the instructor should prepare a report embodying specific descriptions of the client's traveling abilities and limitations. The client should be apprised of the content of this report, and the report should be forwarded to the agency which will have continuing concern in the client's safety and rehabilitation following his discharge from formal training in physical orientation and foot travel. The report or appropriate extracts from the report should be presented to the client in order that he might share it with members of his family, his friends, his co-workers and employment supervisors, or any other individuals to whom he may be required to look for assistance on a continuing basis to make effective use of his newly-acquired traveling ability.





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AMERICAN FOUNDATION FOR THE BLIND
15 WEST 16th STREET
NEW YORK, N. Y. 10011

